

1994

# How graduate schools percieve a leadership major

Rachael Enoch

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**How Graduate Schools Percieve**

**A Leadership Studies Major**

**by**

**Rachael Enoch**

**Senior Project**

**Jepson School of Leadership Studies**

**University of Richmond**

**Richmond, VA**

**April 1994**

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# **HOW GRADUATE SCHOOLS PERCEIVE A LEADERSHIP STUDIES MAJOR**

**A SENIOR PROJECT**

by

**Rachael Enoch  
Matt Knisely**

**Leadership 498  
Spring 1994  
April 20, 1994**

## PROJECT SUMMARY

Our senior project investigated what perceptions graduate schools have of a leadership studies major, the Jepson School of Leadership Studies, and students who come from such a program.

### Purpose, Goals, and Original Project Layout:

The groundwork for this project began back in July of 1992 by Bill Howe and Matt Whitbeck. They were curious how the Jepson School of Leadership Studies would be viewed by potential employers and graduate schools. Their preliminary ideas are found in the document labeled Appendix A. Their project however, never got farther than that, until in December of 1993 when Bill Howe asked for students to pick up the project again for their senior project. That's when we inherited the project.

The way we wished to conduct the project was somewhat different from how it was originally thought out. As you can see from Appendix A, Matt and Mr. Howe intended a much more thorough investigation. Our intentions in the project were to fulfil purpose 1, "to determine what potential employers and graduate schools think of a leadership studies major." and to partly get into purpose 2, "to determine what information employers and graduate schools would consider useful in evaluating leadership studies majors." We did not anticipate examining purposes 3 and 4. Thus, our project as we originally envisioned it could be summarized as the following:

\* The project was to have two levels, or scopes to it. On



the first level, an intensive local study of Virginia and Washington D.C. graduate schools and organizations. This would include surveying and interviewing admissions officers and organizational leaders. The aim here was to see what reactions schools and organizations in proximity to the University of Richmond have of the Jepson School. On the second level, we intended to expand our project on a simplified level to include a national sample of universities and organizations. That sample, we thought would be stratified by region and other criteria.

\* We wanted our project to make a difference in two areas. First we hoped that our project would help the Jepson School and its students understand more about leadership in the "real world", about how leadership and leadership studies are perceived, and about potential educational and career options for leadership studies majors. We wanted to help answer the question that everyone wants to know: What a Bachelor of Arts in Leadership Studies means to graduate schools and employers? Second, we wanted our project to advance the field of leadership education and leadership studies. We thought that the data we collected through interviews and surveys would be valuable to those who are currently working in the field of leadership studies. Leadership scholars are concerned about the association between leadership and education, and our project speaks to that association in that it explores how education (particularly a leadership education) and the real world of practical leadership interact or fail to do so, how leadership education is perceived, and how leadership educators can best prepare students for the

world of practice.

\* We anticipated three products to come from our project:

- 1) A set of the data that students and faculty can refer to and build on in the future. It will be kept at the Jepson School. This data we anticipated to include information on perceptions of leadership in general, perceptions of leadership education, perceptions of degrees in leadership studies, perceptions of employment possibilities for leadership studies majors;
- 2) An article to be submitted for publication in a leadership or other academic journal. This would give a brief overview of leadership in this country, describe the project and its purposes, describe the data gathering procedures, present findings, and then offer a discussion of the results;
- 3) A presentation to the Jepson School Community on the findings of the project.

#### The Project Process:

We had a large task ahead of us and we needed to break it down into pieces to get a handle on it. We decided that the best starting point for our project was with our nation-wide survey of graduate schools figuring that it would require the most preparation and return time. The first thing we had to do was to develop our survey. In a meeting with Mr. Howe we set out the parameters of the survey. We decided that a total sample of about one hundred would be sufficient - less than that and we ran the risk of not having a large enough sample to be valid, and any larger than that would be too cumbersome and expensive for our

purposes. Our survey would be between twenty and twenty-five questions, and we decided that the best form for the questions to be answered in was a continuum scale from one to five, one being the most negative response and five being the most positive response. The scale was to be directly below each question so all the respondent had to do was circle the appropriate response number. We chose the continuum scale route because we wanted to have variation among responses to get a sense of the respondents' feelings and attitudes. We wanted to be able to gauge and compare our results, and draw conclusions from them and this was the best way to accomplish this in a short survey. We also decided to put in a space for comments, where the respondent could write opinions, comments, suggestions, etc.

In planning out the format of our survey and in developing the questions we kept in mind the ultimate purpose was: to discover what these schools thought about an applicant to their school who majored in leadership studies. When we planned out the format we decided it best to start general and become more specific as we progressed. This meant starting the survey with general questions about leadership, then working into the degree to which leadership is important to/used in their program. From there we would mention that there was a school with an undergraduate major in leadership and would present the Jepson curriculum. At this point we would ask questions about what they thought of such a program/curriculum and how they would view an applicant with such a background.

The way we generated our questions was for each of us to

brainstorm on our own and come up with a list of questions. Then we got together to compare the results of our brainstorming and devise more questions. After these sessions a preliminary survey was developed and it was given to Mr. Howe for his advice and work on. A second survey was developed after this and it was again given to Mr. Howe and to Dean Micas as well. Another revision was made and we thought we had it complete. Then some last minute modifications were made and a few of the disturbing kinks were worked out and the survey was complete. In total the survey went through probably five drafts, you can see the preliminary and final surveys in Appendices B and C.

Once we got the survey done and started thinking about our sample, we immediately realized that it would not be feasible to use the survey sample plan that Matt and Mr. Howe originally thought up. Matt and Mr. Howe intended to survey a broad range of disciplines. From the world of work they wanted a sample of ten from each of the following: corporations, volunteer organizations, non-profit organizations, and government-related organizations. Then in the world of graduate education they wanted sample sizes of ten for business schools, law schools, and medical schools, and samples of five from departments of English, Sociology, Biology, and Music. They also intended on sampling ten executive employment agencies. In total they were going to have eleven different pools to survey. We decided this was not the smartest plan of action. First of all the sample sizes were so small that they would not yield generalizable results, and secondly, some of the disciplines they wanted to sample were not

applicable to the Jepson School. We decided that we needed to narrow down our sample disciplines to those Jepson majors would be most likely to be interested in. Four areas seemed to be most valid and useful for our study: Law schools; Business schools/departments; graduate departments of Social Work; and graduate departments in Human Resources. Knowing what our peers are currently interested in we thought these to be most representative of where Jepson majors would apply to graduate school.

In developing our final sample we used Peterson's An Overview of Graduate and Professional Programs 1994 because it contained thorough information on all the programs we wanted to use, and it listed all the schools that offered programs in each of our discipline pools. Originally, we had thought that we would take samples from regions, as sometimes the schools are broken down. Peterson's however, only listed the schools under each program in alphabetical order, not by regions. Hence we decided not to stratify our pools by region.

What we did was to photocopy the pages on law schools, business schools, social work programs, and human resources programs. We then numbered each of the alphabetical listings, starting with number one for the first alphabetical listing in each category. There were seven hundred thirty-nine business administration and management programs; one hundred twenty-five human resources and development programs; one hundred and sixty-six social work programs; and two hundred and seven law schools. Knowing these numbers and knowing that we wanted to send

somewhere in the neighborhood of one hundred surveys we played with percentages. At first we thought that we wanted to send out an equal percentage from each category. We hypothesized that eight percent of each category would best suit our original intentions. The totals were:

**8% Figures**

<b>Category</b>	<b>Number</b>
Social Work	13
Human Resources	10
Law Schools	17
Business	58
<b>Total</b>	<b>98</b>

When we saw these figures a red light automatically flagged us because we realized that we could not send out a survey where over half were to business programs. That would look biased and our results would not be as strong.

We had to think of something different. We wanted results that used comparable numbers from each category, and we still wanted to use percentages because they are easily supported. After looking at the total number in each category again we realized that there were almost three times as many business programs listed compared to every other category. This made us explore the possibility of using a business percentage that was three times lower than the other ones in order to get similar numbers for each pool. The best solution using this approach was the following:

**15%, 15%, 15%, 5% Figures**

<b>Category</b>	<b>Number</b>
Social Work	25

Human Resources	19
Law Schools	31
Business	36
<b>Total</b>	<b>111</b>

We felt that these numbers were good; we would sample approximately the same number from the four pools, our rationale in determining our numbers was sound, and we solved the problem of having our sample be inundated with business programs. Knowing that we wanted the above numbers we could actually develop our sample, the schools we would send to.

We developed our actual sample using a computer program that picked random samples. A computer science major at the University wrote the program for us. The actual programs and their results are included in the Appendix (D and E). Each sample pool had its own program, which basically gave the total number of schools in the pool and asked to the computer pick a random sample of size n (the 15%, 15%, 15%, 5% numbers previously determined). When we got the results they were integers that we then matched to the alphabetically numbered schools in each department. For example the sample included number 616 for business programs which was University of Pennsylvania. Appendix F holds lists of the numbers picked by the computer and the schools that match them. Thus, we developed our sample. Our sample contained one hundred and six schools because in a few cases the program picked the same number twice. Regardless though, we feel that it is a true random sample. Some of the schools contained in it are schools that Jepson majors would

indeed apply to, some are not; there are large and small schools included; and they are all over the country.

Having this done we were at the point that we could start working on preparing to send out the surveys. The first task in this part of our work was devising a cover letter. Recognizing that the cover letter was the first thing the respondent saw, we made sure that there were several key points stressed in our letter: 1) that we were seniors at UR conducting our senior project which was to be our final requirement and capstone to our major; 2) that the focus of our project was to gauge how welcome a leadership studies applicant would be in their program; 3) they were chosen as the result of a random sample; 4) being that they were an institute of higher learning they recognized the value of student research; 5) that all responses would be confidential; 6) the return date; 7) that they could call Bill Howe with any questions. These tactics we hoped would compel the respondent to indeed answer our survey.

Our second step in preparing our survey was to have the questionnaires copied at Kinko's. This made it very easy for us because they copied it double-sided, collated it, and even stapled them. They were ready to go when they came back from Kinko's. After that was complete we started the laborious chore of addressing each cover letter and envelopes. We took the Peterson's guide out from the library for a few days and looked up each school's address and contact person. Many times the a specific admissions contact person was given, but if there was none given we used the dean of the school/program. Typing in and



printing out all the cover letters and envelopes took approximately twenty-five hours between the three of us. Each cover letter was printed on Jepson School letterhead and each envelope was a Jepson School envelope. This was done to give an air of respectability and authority to the project.

Once all of this was done we were finally ready to stuff and mail the survey. During this process we coded each survey and return envelope (we included a self-addressed stamped envelope in hopes of getting a bigger rate of return). The school's pool number was written on the lower right hand corner of the back page of the survey and the return envelope. Furthermore, every pool category had a different color. Law schools were coded in red, business in green, human resources in blue, and social work in black. Once all the surveys were folded, stuffed, and sealed we mailed them feeling a big sense of accomplishment having that done.

After that point we had a lull in our work because we had to wait for the results to come back before doing anything else. Right now we are still at the point where we are waiting to get returned surveys, and we are now calling delinquent schools to try to get them to return the surveys. But we have received to start compiling and interpreting the results.

Unfortunately, and beyond our foresight the national survey was too time consuming and complex to start on the other aspects of the project that we originally anticipated. Originally our goals included surveys of organizations too, and an in-depth study of Virginia and Washington D.C.. We realized in getting

the graduate school survey and sample together that the organization survey would be even more difficult and complex. We began to think that we bit off more than we could chew, and Bill Howe said he would take over the organization part to do sometime. So that of our project was aborted. Then the in depth study was dropped, at least until after exams, because we have both been inundated with work and the job hunt. We had to make concessions on our original plan, but we produced a quality survey that should yield valuable results.

#### Obstacles Faced:

We basically ran into two impeding obstacles during the course of our project. One occurred at the beginning of the project and the other at the end. Both of the obstacles however, came about as a result of giving other people work in the project, and them not doing what was asked of them in a timely manner.

The first time our work was halted was after we gave Bill Howe the first draft of our survey to look at. He had been working very hard at finishing his thesis, and had little time to do much else. He did not want us to proceed with our project until he had okayed the survey, so we had a dead period for about a month until he finally could devote some time to it. That was a rather hard situation for us because we needed to keep going on our project, but we did not feel comfortable hounding him about it when he was under other stress.

The other time our work was impeded by other people was in

waiting for our surveys to be returned. We gave a deadline to have the surveys back by April 12th, supposedly leaving plenty of time to compile and analyze the results. The respondents to our survey however, have not met this deadline. Surveys are still coming in to date, now being at least a week past due. Part of the reason they probably have not gotten to them is because they are at a very busy time too, sending out acceptances and rejections and receiving responses themselves. We understand this, but it does not help our project. Now, unfortunately, we have incomplete results and cannot complete our project by the time we planned to.

These two obstacles have taught us a lot about working with people and how to plan better next time, if there is one. We have learned that in any project where other people, especially other people who have no ownership in the activity, are critical elements to the success of your undertaking you are taking risk that the project will not go as you planned, and when you planned. You cannot depend on other people to always do what is expected of them. The best one can do is to allow for extra lead time to compensate.

## INTEGRATING THE COURSES INTO OUR SENIOR PROJECT

### Leadership Course Applications

This project highlighted a number of key concepts from our course work here at the Jepson School. Our survey was designed so we could determine how receptive a variety of graduate schools would be towards a degree in leadership. This project design will enable us to report on a topic of vital importance to the Jepson School - how effective is this degree going to be? This project may not have applied concepts from each of our completed courses, but it does relate quite well to a few of them. It has been a goal of ours to analyze closely the ideas of: formal organizations and the effect that change has on them, the critical thinking involved during the inception and completion of the project, how intrinsic motivation kept us going during difficult times this semester, and how we feel about our entire course load through the eyes of this project.

Our analysis of formal organizations stems from the idea that graduate schools are formal organizations. In his book Organization Theory and Design, Richard Daft defines organizations as "social entities that are goal-directed, deliberately structured activity systems with an identifiable boundary" (p.7). Graduate schools certainly fall under this definition. They are social entities with the goal of producing a level of higher education in a specified field. Their identifiable boundaries are the admissions standards that they hold. Graduate schools are also open systems in that they "must

interact with the environment to survive" (p.9). Without a continuous flow of new bodies to fill each class, a graduate school would become extinct.

Our project involved working closely with ninety-nine formal organizations. We distributed surveys to ninety-nine different graduate schools across the country. It was a challenge to put the success of our project into the hands of ninety-nine different organizations. Although we recognize that this project would not be a failure if we received a limited number of responses, it would instill a sense of pride in each of us if we received a high response rate. At the present time, we have over twenty-five percent of our surveys returned. This is lower than we anticipated by this point. Perhaps this is the result of the graduate schools failing to recognize the importance of the survey. It could be that the schools simply did not have the time or personnel to complete such a survey. However, we suggest that it could be the graduate schools' unwillingness to accept a pattern of change in higher education.

One of our survey questions asked if the schools had ever heard of an undergraduate major for leadership studies. Through an analysis of our results it is evident that not many of our surveyed schools have ever heard of the Jepson School. A conclusion derived from all this is that the Jepson School has not been properly marketed. However, it may be that graduate schools across the country are not interested in a leadership program because it wavers from the normal continuum of undergraduate majors. Graduate schools may view this new degree

as radical change to the educational system as it currently exists. Although it is not a radical change to each individual organization, it is such a change to the educational system. According to Daft, "radical change involves the creation of a new structure" (p.251). An undergraduate degree in leadership studies is a radical new entity in higher education.

It is nearly impossible for us to gauge how the surveys affected each graduate school. We can safely assume that close to 100 graduate schools are at the very least aware that the Jepson School exists. During the formation of our project, it was originally suggested by Bill Howe that we maintain anonymity in the cover letter. After careful consideration we decided to identify ourselves for a number of reasons. First, the Jepson School is not a American educational centerpiece - not yet. We decided to lend credibility to our survey with the acknowledgement of our leadership program here at UR. Second, we wanted the survey to have more of an official tone. As stated earlier, all of our letters and envelopes were on official Jepson letterhead and envelopes. Finally, we hoped that by identifying ourselves the graduate schools would feel less apprehensive about returning the survey. All of these factors resulted in our personalizing the surveys, but still this did not produce the response rates that we were anticipating. It was quite a challenge to introduce such a innovation in higher education to these graduate schools.

Richard Daft discusses some of the barriers to change in his book (Ch.8). These include: failure to perceive benefits, risk

too high, incompatible systems, and uncertainty avoidance. These barriers to change helped us to understand why perhaps some of the schools did not return their surveys. The Jepson School is a new entity. It is a new risk for graduate admissions officers to confront. Even if all of these schools were completely familiar with the Jepson School, obviously there have not been any leadership majors to go through the programs. There is a common fear of the unknown that may have overcome some of these graduate schools. All of this is speculation on our part since we cannot accurately describe the feelings of graduate schools that did not return our survey. However, these formal organization concepts have helped us to understand the intricacies of introducing change into a formal organization.

Critical thinking was an essential ingredient in our senior project. As discussed earlier, the choice of vocabulary used to draft the survey and the cover letter was edited time and time again. The language that we used derived from our critical thinking skills. We needed to formulate the proper arguments in order to convince the graduate schools to return our surveys. It was essential that the tone of our survey was strictly academic and objective. We did not want the graduate schools to feel as though we were biased, even though we chose to identify ourselves as leadership majors. Each word in our text was chosen through a deliberate and careful manner. Our ability to reason logically allowed us to create an objective survey.

During the latter stages of this project, critical thinking has come into play in the calculation and interpretation of

results. We must be careful not to jump to any conclusions about the future of the leadership studies program based on this one project. It is a foundation on which future research can be based, however, it is not the culmination of this topic. During the compilation of results, we analyzed the trends of responses from the four different areas that we surveyed. For example, we were able to reason that business schools may not be as receptive of a leadership major because of the required background of business skills. In time, it will become apparent that leadership majors will have the necessary training to accomplish anything at the graduate level. Our critical thinking skills enabled us to make proper interpretations of the results of our survey (see Results section).

It was enlightening to see a course like Critical Thinking come to life during this project. That course seemed so abstract at the time, but now it has dramatically improved our reasoning and writing skills. Our project allowed us to view leadership through the critical thinking perspective.

One of our greatest challenges during this semester was to remain highly motivated about this project. The main reason for this was the three week delay that we experienced trying to complete the final draft of our survey. We finished the survey around the first week of February and handed it to Mr. Howe for review. What followed was a series of explanations as to why he had not reviewed the survey. He is a busy man, as are all of the leadership professors. We do not fault him for not completing the review in a more timely manner, it was just one of those



circumstances that we often face as leadership majors. There was no real progress that we could make during this delay because the survey was the backbone of our entire project. This lapse of progress was a demotivator for us.

We originally established a feasible time line for the completion of our project. It seemed as though this time line was constantly being reorganized and pushed back. Goal setting is an integral part of motivation. Goals help people experience a sense of accomplishment during the completion of a project. What we experienced was an empty feeling. Were we going to be able to finish the project? Was it going to be successful? Were we going to get the type of assistance that we needed? These questions hindered our progress in its initial stages. The Leadership and Motivation class that we are both taking helped us to understand the necessity for goal setting, planning and organization.

The motivation class helped us to understand our needs during the course of this semester. We are second-semester seniors that are primarily concerned with obtaining employment after graduation. We spent a combined total of over sixty hours searching for openings, interviewing, and writing letters to potential employers. This amount of time is similar to that required of the senior project. This might have worked out if neither of us had any other classes or extracurricular commitments, but unfortunately this was not the case. Our demanding schedules were also accommodating our social schedules, this being the last opportunity to enjoy college life. There

were many different time commitments that we had to face during the semester and it was our job to prioritize these according to our needs.

Motivation was a key factor within the actual project as well. Our main task was to motivate the schools to respond to our survey through the use of language, appearance, etc. If we could not properly motivate these schools to respond then we would have been extremely disappointed. As stated earlier, the response rates were not as high as we had wished, nonetheless, we feel that we did a good job of motivating these schools to do so. Perhaps we could have enclosed money in the survey to help motivate the schools to respond. This may or may not have worked, and considering the minute budgets that we college students operate with, this was not a feasible option. We may not have thought of everything in the world to motivate these schools, but we applied our course concepts in the best manner possible to produce an effective survey.

The Jepson School of Leadership Studies has offered a wide range of courses to the senior class. The concepts from these courses have been useful in all aspects of our lives, not just for the purposes of a senior project. We have recognized a number of important concepts utilized during the course of this project. We have been able to synthesize an entire two years of course work into one senior project. This project has enabled us to understand the variety of applications for the course concepts. We believe that these applications will continue to benefit our lives after graduation and beyond. Hopefully this

project will benefit the lives of leadership studies majors, professors, and graduate schools across the country.

## RESULTS

### Business Administration Results:

As of April 18th we had received twelve out of the thirty-six surveys we had sent out for Business Administration departments. This was a 33% percent return. Out of the twelve returned, two were sent back blank. One was sent back with a letter explaining that their policy was to "restrict participation to fully sanctioned programs affiliated with national programs" and therefore they would not be able to complete our questionnaire. The other blank survey had a note on the bottom that read, "I appreciate receiving your survey, but i am unable to be of assistance. Our MBA Admissions criteria specifically treat all undergraduate majors equally. Leadership is an integral part of our MBA curriculum." In actuality therefore, we only had ten Business Administration surveys to work from. Appendix H1 holds the compiled results.

In replying to questions 1-5, which inquire about the extent to which leadership (knowledge of, student practice of, candidacy evidence of) is important to the program, the answers predominantly ranged from between 3 and 4. From this we can assume that in the Business Administration graduate departments is semi-important. This seems to make sense seeing how more and more the world of Business is investigating and integrating the ideas of leadership into the field.

Question 6 asked how many schools had heard about an

programs. Of course they would prefer a business and math background to a liberal arts major.

In question 13 we asked if a student in a multidisciplinary program, such as the Jepson major has, would have an edge in the selection process, all other factors being equal. Results for this question were mixed, three indicated no, three said maybe, and two-three believed such students would have an edge in selection. A definite positive response came from the question concerning a Jepson major being an asset to their program. These questions got much to the heart of what we wanted to know about how Jepson majors would fair in selection. Unfortunately, no definitive trends were found, but it appears hopeful and positive.

Also, Business schools thought that our curriculum would be a valuable one for applicants to their programs to have. At the end of our survey we also asked a non-sequitur question, if leadership is a fad or not. Seven for the ten disagreed that it was (four strongly).

### Human Resources Results

Unfortunately we did not receive very many surveys back from the Human Resources departments. Nineteen human resources departments were sent surveys and four returned them, a 26.32% return. Because of the low number of returns, the results presented here can only be preliminary ones that are not complete nor very generalizable.

Leadership for the human resource departments is medium to very important, more leaning toward moderately important. This was surprising. We would have thought that human resources would be very concerned with leadership because as we in the Jepson School know, the two are closely tied together. Perhaps these programs are still under the management spell of days past.

Only one school out of the three had heard of a leadership studies major, naming Richmond as the institution where it is. But the fact that the majority had not heard of such a major is not bad because they tended to respond that they would react favorably/positively to it, and view it as very pertinent to their program. Furthermore, the Human Resources graduate departments we surveyed thought it to be a very valuable major, that would be very valuable for study in their programs. These results are very positive, what we like to hear. They reinforce what we at the Jepson School are gearing our students toward, and imply that our students would be viewed quite positively.

There were many majors they listed as less pertinent: history, literature, psychology, the more liberal majors. The

only majors they thought to be more pertinent were the business related ones, which is somewhat understandable because human resources strongly related to business.

Generally, the human resources departments thought our curriculum to be valuable to very valuable, and thought leadership studies majors coming into their department would be an asset to their programs. They also felt our students would have somewhat of an edge over other applicants.

From the results we have gotten so far we can say that Jepson majors would be well received by graduate departments in human resources. That is very hopeful, especially considering the fact that many of the Jepson majors are interested in pursuing a higher degree and/or a career in human resources.

## Law School Results

We received seven out of the thirty-one law school surveys. This is a return rate of 22.58%, not exactly the return rate that we were looking for. We believe that Jepson School graduates are most interested in applying to law schools for their continuing education. We are not sure why this is, perhaps it is due to the compelling aspects of a law career that are attracting leadership majors. To further this project, an in depth study of law schools and their perceptions of a leadership major would be beneficial to students in the years to come.

The opening section of the questionnaire was answered in the medium to large part of their program. The opening section deals with what part theories, practice and evidence of leadership play in the graduate program. Law school respondents answered this in generally the same manner as the other three sections. When asked if they had ever heard of a undergraduate major in leadership, only one responded yes. We found this intriguing because of the large percentage of majors applying to law school. It seems as though the word has not spread to law schools about a degree in leadership.

The law schools were generally indifferent when asked if how they would react to an applicant with a degree in leadership studies. The same held true when presented an outline of the courses, the majority of respondents said that the student would be equally prepared as any other student.

Some of the programs that law schools considered less pertinent were accounting, archaeology, art, chemistry, engineering and theater. These seem like unlikely choices to go to law school. The programs that would better prepare one for law school were business, economics, education, English, philosophy and political science. This is a wide range of degrees, however, it holds true that those are the programs that leadership majors are competing against.



The curriculum questions were answered in the same manner throughout. Each of the points of emphasis - decision making, conflict resolution, motivation, ethics, etc. were viewed as very valuable to a law school program. Each of the respondents agreed that leadership is not a fad.

Law schools seemed to be interested in a leadership studies major, but no more so than they would for any other qualified applicant. Hopefully, this will change in the future.

## **Social Work Results**

The social work results were the least effective out of all four categories. We received only three responses out of twenty-five surveys, for a return rate of 12%. We have no way of determining why the social work responses were at a lower rate than the others. We were able to gauge some of their leadership thoughts from the results that we did obtain.

The opening section of the survey was similar to the other opening sections in that the responses fell in the medium to large part area. All of the graduate programs that responded seem to agree that leadership plays an important role in a student's development. None of the social work respondents stated that they had ever heard of an undergraduate major in leadership studies. We found this to be interesting because of the heavy emphasis placed on community service and social work here at the Jepson School.

The social work respondents agreed that they would react favorably to an applicant with a degree in leadership studies, although they maintained that the applicant would probably not receive any special treatment. They agreed that a student that had completed an undergraduate program in leadership would be an asset to their programs.

Some of the majors that they stated would be less pertinent to their program than leadership were anthropology, sociology, history, math and science. The majors that would better prepare a student for social work were political science, religion, psychology and political science.

The factors that involve leadership were all viewed as moderately important to a social work program. Overall, the social work programs were intrigued by the idea of a leadership studies major.

## **APPENDIX A**

**Matt Whitbeck and Bill Howe's  
Original Survey Design**

July 8, 1992

## SURVEY

### Purpose:

- 1) To determine what potential employers and graduate schools think of a leadership studies major.
- 2) To determine what information employers and graduate schools would consider useful in evaluating leadership studies majors.
- 3) To determine whether or not employers or graduate schools would hire/accept a leadership studies major.
- 4) To determine what, in the case, of employers, a leadership studies major would do if hired.

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### Questions:

At least one university in this country has now established a new major for undergraduate students in leadership studies. We would like to ask you some questions about a major in leadership studies.

1. Have you heard about an undergraduate major in leadership studies before I just mentioned it?
2. If you were to encounter an applicant for a position (or for admission) whose transcript indicated that he or she has majored in leadership studies, how would you react to that information, assuming that you had no additional information describing that major?
3. Given just the name of the major -- leadership studies -- and what that name suggests to you, how would you evaluate this major vis-a-vis other majors with which you are acquainted in hiring applicants for this company (or, in admitting students to this graduate program).
4. What information would be useful to you in evaluating the leadership studies major?

---

### Sample

#### 1) The world of work:

- Corporations: 10
- Voluntary organizations: 10
- Non-profit organizations: 10
- Government-related organizations: 10

2) The world of graduate education:

- Business schools: 10
- Law schools: 10
- Medical schools: 10
- Depts. of English (representative of the Humanities): 5
- Depts. of Sociology (representative of the Social Sciences): 5
- Depts. of Biology (representative of the Natural Sciences): 5
- Depts. of Music (representative of the Fine Arts): 5

3) The world of executive employment agencies: 10

## **APPENDIX B**

### **Preliminary Survey Questions**

## PRELIMINARY SURVEY QUESTIONS

1. How much have you heard about leadership studies as an academic major?

a great deal                      nothing at all

1                      2                      3                      4                      5

2. How valuable do you perceive a leadership studies major to be?

**very valuable**                      **not valuable**

**1**                      **2**                      **3**                      **4**                      **5**

3. How prepared do you think a student majoring in leadership studies would be for the "real world"?

**very prepared**                      **not at all prepared**

1                      2                      3                      4                      5

4. How interested are you in the idea of leadership?

**very interested**

**1                  2                  3                  4                  5**

**not interested**

5. Given what a leadership studies major suggests, how would you compare it to more traditional majors?

**very worthwhile**                      **not worthwhile**

**1                  2                  3                  4                  5**

- 6. How prepared do you perceive leadership studies majors being for your academic program/work in your organization?**

**well prepared**

1                  2                  3                  4                  **ill prepared**

5

- 7. Would a candidate with a major with an interdisciplinary emphasis, as does have a leadership studies major, have an edge in your selection process?**

yes, definitely 1 2 3 4 5 no

8. The philosophy behind a leadership studies major is: (include philosophy of

Jepson School). Does this philosophy fit with that of your school/organization?

fits perfectly				does not fit
1	2	3	4	5

9. "Leadership" is a fad/

agree strongly				disagree strongly
1	2	3	4	5

10. A student/employee with a leadership studies major would be an asset to your program/organization.

agree strongly				disagree strongly
1	2	3	4	5

11. How valuable would a curriculum emphasizing the following be for applicant to your school,program/organization?

decision making				
very valuable				not valuable
1	2	3	4	5

conflict resolution				
very valuable				not valuable
1	2	3	4	5

motivation				
very valuable				not valuable
1	2	3	4	5

ethics				
very valuable				not valuable
1	2	3	4	5

leading individuals				
very valuable				not valuable
1	2	3	4	5

leadership in community, formal, political, social organizations				
very valuable				not valuable
1	2	3	4	5

group behavior				
very valuable				not valuable
1	2	3	4	5



12. Do you believe that leadership is exercised in your organization?

yes, definitely				no, not at all
1	2	3	4	5

13. Do you feel that a two year undergraduate program in leadership studies would be worthwhile?

yes, definitely				no, not at all
1	2	3	4	5

14. Is your school/organization attracted to students who have had practical/experiential learning as undergraduates?

very attracted				not attracted
1	2	3	4	5

15. Is it important for your students/the people in your organization to be able to communicate and work well with others?

very important				not important
1	2	3	4	5

## **APPENDIX C**

### **Graduate School Survey Final Draft**

## GRADUATE SCHOOL SURVEY

The purpose of this survey is to discover how graduate schools perceive leadership, leadership education, and an undergraduate leadership school and major, as these relate to their applicants and academic programs. Please read each question and respond on the categories provided.

1. What part do theories and concepts of leadership play in the knowledge base of your program's discipline?

no part				large part
1	2	3	4	5

2. What part does the practice of leadership by students play in your program?

no part				large part
1	2	3	4	5

3. What part does the practice of leadership by others (i.e. those currently working in your disciplinary area, historical figures, etc.) play in your program?

no part				large part
1	2	3	4	5

4. To what extent does evidence of leadership in student applicants to your program affect those students' candidacy for admission?

not at all				a great deal
1	2	3	4	5

5. To what extent do you think leadership is important to the students who graduate from your program?

not at all				a great deal
1	2	3	4	5

6. At least one university in this country has now established an undergraduate major in Leadership Studies. Have you heard of such a major?

no \_\_\_\_\_ yes \_\_\_\_\_ If yes, where? \_\_\_\_\_

7. If you were to encounter an applicant for admission to your program who had majored in Leadership Studies, how would you react to that information, assuming you had no additional information describing that major and no other information on the applicant? (Please check one in each of the following sets):

- a) \_\_\_\_\_ I think we would tend to react favorably to that information.  
 \_\_\_\_\_ I think we would tend to react unfavorably to that information.  
 \_\_\_\_\_ I think we would be indifferent to that information.  
 \_\_\_\_\_ I am not sure how we would react.

- b) \_\_\_\_\_ I think we would tend to view it as more pertinent to our program than most liberal arts majors.  
 \_\_\_\_\_ I think we would tend to view it as less pertinent to our program than most liberal arts majors.

- \_\_\_\_\_ I think we would tend to view it neither more nor less pertinent to our program than most liberal arts majors.  
I am not sure how we would view it vis-a-vis most liberal arts majors.
- c) I think we would tend to be interested in the applicant.  
\_\_\_\_\_ I think we would tend to be uninterested in the applicant.  
\_\_\_\_\_ I think we would be neither interested nor uninterested in the applicant because of that information.

Any comments?

The following is a description of one university program which offers a major in Leadership Studies, conceived as a field that is multidisciplinary in nature:

**PURPOSE:** To educate people for and about leadership.

**MISSION:** To develop people who understand the moral responsibilities of leadership and who are prepared to exercise leadership in service to society.

**VISION:** To transform the lives of students by preparing them for leadership and to become a national and international leader in the study and teaching of leadership.

**CURRICULUM:**

- Prerequisite (3 credits)
  - FOUNDATIONS OF LEADERSHIP
- Core Courses (12 credits)
  - HISTORY AND THEORIES OF LEADERSHIP
  - CRITICAL THINKING AND METHODS OF INQUIRY
  - ETHICS AND LEADERSHIP
  - LEADING GROUPS
- Integrative/Experiential Courses (10 credits)
  - SERVICE LEARNING (1 hr.)
  - INTERNSHIP (6 hrs.)
  - SENIOR PROJECT (3 hrs.)
- Competency Courses (6 credits)
  - LEADER AS A CHANGE AGENT
  - DECISION MAKING FOR LEADERS
  - LEADERSHIP AND MOTIVATION
  - PROBLEMS, POLICY, AND LEADERSHIP
  - CONFLICT RESOLUTION
  - UNDERSTANDING AND LEADING INDIVIDUALS
- Context Courses (6 credits)
  - LEADERSHIP IN FORMAL ORGANIZATIONS
  - LEADERSHIP WITHIN POLITICAL ORGANIZATIONS
  - LEADERSHIP IN SOCIAL MOVEMENTS
  - LEADERSHIP IN AND OF COMMUNITY ORGANIZATIONS
- Special Issues in Leadership Studies (3 credits)
  - SPECIAL TOPICS COURSE
  - INDEPENDENT STUDY
  - LEADERSHIP STUDY ABROAD

How would you view a student who had graduated from a program such as the one described above?  
(Please mark one of the following):

- a) The student would probably be more prepared for our program than would students from most undergraduate majors.
- b) The student would probably be less prepared for our program than would students from most undergraduate majors.
- c) The student would probably be prepared about the same as students from most undergraduate majors.

9. Of what value do you think participation in the above program would be to study in your program?

not at all valuable				very valuable
1	2	3	4	5

10. Given the above Leadership Studies program, how do you think it compares with more traditional undergraduate liberal arts or business major as a way of preparing for your program?

not as valuable				very valuable
1	2	3	4	5

What are some undergraduate majors which you would consider less pertinent to preparation for your program than the Leadership Studies major in the previously mentioned program?

\_\_\_\_\_

12. What are some undergraduate majors which you would consider more pertinent to study in your program than the Leadership Studies major in the previously mentioned program?

\_\_\_\_\_

13. Would an undergraduate student in a multidisciplinary program, such as the Leadership Studies program described above, have an edge in your selection process, all other factors being equal?

no				yes, definitely
1	2	3	4	5

14. A student with a major in Leadership Studies would be an asset to your program.

disagree strongly				agree strongly
1	2	3	4	5

15. How valuable is an undergraduate curriculum emphasizing the following for an applicant to your school?

a) **DECISION MAKING**

not valuable				very valuable
1	2	3	4	5

b) **CONFLICT RESOLUTION**

not valuable				very valuable
1	2	3	4	5

c) **MOTIVATION**

not valuable

1 2 3 4 very valuable 5

d) **ETHICS**

not valuable

1 2 3 4 very valuable 5

e) **LEADING INDIVIDUALS**

not valuable

1 2 3 4 very valuable 5

f) **LEADERSHIP IN DIFFERENT CONTEXTS**

not valuable

1 2 3 4 very valuable 5

g) **LEADING GROUPS**

not valuable

1 2 3 4 very valuable 5

h) **FIELD-BASED LEADERSHIP EXPERIENCES**

not valuable

1 2 3 4 very valuable 5

16. Please rank the following in order of importance in your assessment of applicants seeking admission to your program:

COMMUNICATION

PROBLEM SOLVING/DECISION MAKING ABILITY

ANALYTICAL ABILITY

MORAL INTEGRITY

CREATIVITY

\_\_\_\_\_ MOTIVATION

17. Leadership is a fad.

disagree strongly

1 2 4 agree strongly 5

18. Please use the back of this sheet to offer any comments about leadership, leadership education, or an undergraduate leadership school and major.

19. Would you like to receive a copy of the results of this research?

## **APPENDIX D**

**Random Sample  
Computer Program**

```

#include <stdio.h>

int main()

{
    long    the_number;
    int      j;

    printf("\n");
    printf("SET #1:\n");
    for (j=0; j<25; j++) {
        printf("%d\t", (random()%166)+1);
    }
    printf("\n\n");
    printf("SET #2:\n");
    for (j=0; j<19; j++) {
        printf("%d\t", (random()%125)+1);
    }
    printf("\n\n");
    printf("SET #3:\n");
    for (j=0; j<31; j++) {
        printf("%d\t", (random()%207)+1);
    }
    printf("\n\n");
    printf("SET #4:\n");
    for (j=0; j<36; j++) {
        printf("%d\t", (random()%737)+1);
    }
    printf("\n");
}

```

Set #1 = Social Work Sample  
 Set #2 = Human Resources Sample  
 Set #3 = Law School Sample  
 Set #4 = Business Sample



## **APPENDIX E**

Random Samples  
Generated for Each Pool

ETS OF RANDOM NUMBERS

64 21 112 26 35 64 44  
9 76 100 114 41 48 112 92  
151 35 155 10 59 77 146

#2:

26 39 49 41 69 88 119  
95 6 79 106 50 54 15  
85

T #3:

6 113 10 160 86 195 100 121  
4 60 14 136 131 66 42 94  
6 34 6 85 113 151 39 118  
7 107 11 142 186 202

T #4:

4 616 712 40 710 542 197 5  
565 207 486 293 184 674 268  
4 497 386 317 547 699 477 595  
3 195 589 1 383 416 280 197  
2 254 455

provided courtesy of ROTHROCK TECHNOLOGIES, INC

## **APPENDIX F**

### **Final Survey Sample Separated by Discipline**

**Social Work Sample  
(Set #1)**

<u>Number</u>	<u>School</u>
1	Abilene Christian University
10	Brandeis University
21	Chestnut Hill College
26	Columbia University
35	Florida State University
41	Gratz College
44	Howard University
48	Institute for Clinical Social Work
59	Michigan State University
64	Norfolk State University
73	St. Edward's University
76	Salem State College
77	San Diego State University
95	University at Albany, State University of New York
100	University of California at Berkely
112	University of Kansas
114	University of Lousiville
118	University of Massachuetts at Boston
149	University of Wisconsin - Green Bay
151	University of Wisconsin - Milwaukee
155	Walden University

**Human Resources Sample**  
(Set #2)

<u>Number</u>	<u>School</u>
6	American University
14	Boston College
24	Cleveland state University
26	Columbia University
39	Georgia State University
41	Hawaii pacific University
49	La Roche College
50	Lesley College
54	Manhattanville College
69	Nova University
79	Saint Francis College
85	Suffolk University
87	Temple University
88	Texas A&M University
95	University of Connecticut
106	University of Oklahoma
107	University of Pittsburg
119	Webster University
122	Widener University

**Law School Sample**  
**(Set #3)**

<u>Number</u>	<u>School</u>
1	Albany Law School of Union University
6	Boston College
10	Campbell University
11	Capital University
14	Catholic University of America
34	Georgetown University
39	Hamline University
42	Howard University
60	Mississippi College
66	North Carolina Central University
76	Pepperdine University
85	Saint Louis University
86	St. Mary's University at San Antonio
100	Syracuse University
107	Union College
113	University of Alabama
116	University of Arkansas
131	University of Detroit Mercy.
136	University of Idaho
142	University of Louisville
151	University of Missouri
160	University of Oregon
177	University of Toledo
186	University of Wyoming
195	Wayne State University
202	Widener University
204	William Mitchell College of Law

**Business Administration Sample**  
(Set #4)

<u>Number</u>	<u>School</u>
1	Abilene Christian University
40	Azusa Pacific University
148	Dunquense University
184	Fordham University
195	Georgetown University
197	Georgia College
207	Grambling State University
254	LaGrange College
279	Loyola Marymount University
280	Loyola University Chocago
293	Marquette University
314	Midwestern State University
317	Mississippi State University
334	New York Institute of Technology
383	Providence College
386	Queens College
416	Saint Francis College
451	Southern Illinois University
477	Stetson University
486	Tennessee University
497	Tiffin University
512	University of Albany, SUNY
542	University of Colorado at Colorado Springs
547	University of Deleware
565	University of Iowa
589	University of Missouri, Kansas City
616	University of Pennsylvania
674	University of Wisconsin-Oshkosh
689	Wake Forest University
699	Wayne State University
710	Western new Englan College
712	Western Washington College

## **APPENDIX G**

Cover Letter  
for survey



Rachael Enoch & Matt Knisely  
Jepson School of Leadership  
U of Richmond, VA 23173

Dear x

We are seniors at the University of Richmond Jepson School of Leadership Studies and are currently conducting our senior project. The project is to be the capstone of our undergraduate experience at the University of Richmond. The focus of our project is to gauge how welcome an applicant with a leadership studies degree would be in your program.

Your program was chosen as the result of a random sampling of graduate schools across the country. We have enclosed a brief survey that will provide the statistical foundation for our project. We would greatly appreciate it if you complete the survey and return it in the self-addressed stamped envelope.

The overall success of our project will be linked to the number of responses we receive. As institutions of higher learning, certainly you recognize the importance of research done on the collegiate level. Please assist us with this critical research for our senior project.

Please note that all responses to the survey will be kept strictly confidential. Even though we are coding the survey forms in order to track responses, the name of your program and school will never be used in any write-up of results. Please note, too, that we will send you a summary of the results if you so indicate on the last page of the survey. If possible please return the survey by April 12th. If you have any questions feel free to contact Dr. William Howe of the Jepson School of Leadership Studies at (804) 287-6086.

Thank you very much for your time and cooperation.

Sincerely,

Rachael Enoch & Matt Knisely

William Howe, Faculty Advisor

## **APPENDIX H**

### **Results**

- 1. Business Administration**
- 2. Human Resources**
- 3. Law School**
- 4. Social Work**
- 5. Combined Results**

# BUSINESS ADMINISTRATION RESULTS

AS of 4/18/94 12 out of 36 were returned  
\* 2 returned blank

1. What part do theories and concepts of leadership play in the knowledge base of your program's discipline?

no part				large part
1	2	3 (3)	4 (4)	5 (3)

2. What part does the practice of leadership by students play in your program?

no part				large part
1	2 (1)	3 (6)	4 (3)	5 (1)

3. What part does the practice of leadership by others (i.e. those currently working in your disciplinary area, historical figures, etc.) play in your program?

no part				large part
1	2	3 (6)	4 (2)	5 (1)

4. To what extent does evidence of leadership in student applicants to your program affect those students' candidacy for admission?

not at all				a great deal
1 (1)	2 (4)	3	4 (5)	5

5. To what extent do you think leadership is important to the students who graduate from your program?

not at all				a great deal
1	2	3 (2)	4 (5)	5 (3)

6. At least one university in this country has now established an undergraduate major in Leadership Studies. Have you heard of such a major?

no 5 yes 5 If yes, where? 4 Named Richmond

7. If you were to encounter an applicant for admission to your program who had majored in Leadership Studies, how would you react to that information, assuming you had no additional information describing that major and no other information on the applicant? (Please check one in each of the following sets):

- a) 5 I think we would tend to react favorably to that information.  
I think we would tend to react unfavorably to that information.  
2 I think we would be indifferent to that information.  
2 I am not sure how we would react.
- b) 5 I think we would tend to view it as more pertinent to our program than most liberal arts majors.  
2 I think we would tend to view it as less pertinent to our program than most liberal arts majors.  
3 I think we would tend to view it neither more nor less pertinent to our program than most liberal arts majors.

I am not sure how we would view it vis-a-vis most liberal arts majors.

- c)     6     I think we would tend to be interested in the applicant.  
             I think we would tend to be uninterested in the applicant.  
           2     I think we would be neither interested nor uninterested in the applicant because of that  
             information.

Any comments?

The following is a description of one university program which offers a major in Leadership Studies, conceived as a field that is multidisciplinary in nature:

**PURPOSE:**     To educate people for and about leadership.  
**MISSION:**     To develop people who understand the moral responsibilities of leadership and who are prepared to exercise leadership in service to society.  
**VISION:**        To transform the lives of students by preparing them for leadership and to become a national and international leader in the study and teaching of leadership.

**CURRICULUM:**

Prerequisite (3 credits)

FOUNDATIONS OF LEADERSHIP

Core Courses (12 credits)

HISTORY AND THEORIES OF LEADERSHIP

CRITICAL THINKING AND METHODS OF INQUIRY

ETHICS AND LEADERSHIP

LEADING GROUPS

Integrative/Experiential Courses (10 credits)

SERVICE LEARNING (1 hr.)

INTERNSHIP (6 hrs.)

SENIOR PROJECT (3 hrs.)

Competency Courses (6 credits)

LEADER AS A CHANGE AGENT

DECISION MAKING FOR LEADERS

LEADERSHIP AND MOTIVATION

PROBLEMS, POLICY, AND LEADERSHIP

CONFLICT RESOLUTION

UNDERSTANDING AND LEADING INDIVIDUALS

Context Courses (6 credits)

LEADERSHIP IN FORMAL ORGANIZATIONS

LEADERSHIP WITHIN POLITICAL ORGANIZATIONS

LEADERSHIP IN SOCIAL MOVEMENTS

LEADERSHIP IN AND OF COMMUNITY ORGANIZATIONS

Special Issues in Leadership Studies (3 credits)

SPECIAL TOPICS COURSE

INDEPENDENT STUDY

LEADERSHIP STUDY ABROAD

8.     How would you view a student who had graduated from a program such as the one described above?  
      (Please mark one of the following):

- a) 3 The student would probably be more prepared for our program than would students from most undergraduate majors.
- b) 1 The student would probably be less prepared for our program than would students from most undergraduate majors.
- c) 6 The student would probably be prepared about the same as students from most undergraduate majors.
9. Of what value do you think participation in the above program would be to study in your program?
- not at all valuable 1 2 (1) 3 (6) 4 (2) very valuable 5 (1)
10. Given the above Leadership Studies program, how do you think it compares with more traditional undergraduate liberal arts or business major as a way of preparing for your program?
- not as valuable 1 2 (2) 3 (6) 4 (1) very valuable 5 (1)
11. What are some undergraduate majors which you would consider less pertinent to preparation for your program than the Leadership Studies major in the previously mentioned program?
- Art (3) fine arts (2) nursing (1)  
education (2), history (2), sociology (1)
12. What are some undergraduate majors which you would consider more pertinent to study in your program than the Leadership Studies major in the previously mentioned program?
- Business (4) Economics (3) finance (1) math (1)  
computer sci (1) Engineering (2) marketing (1) philosophy (1)  
public mgmt (1)
13. Would an undergraduate student in a multidisciplinary program, such as the Leadership Studies program described above, have an edge in your selection process, all other factors being equal?
- no 1 (3) 2 (1) 3 (3) 4 (2) yes, definitely 5 (1)
14. A student with a major in Leadership Studies would be an asset to your program.
- disagree strongly 1 2 (1) 3 (4) 4 (4) agree strongly 5 (1)
15. How valuable is an undergraduate curriculum emphasizing the following for an applicant to your school?
- a) DECISION MAKING  
not valuable 1 2 3 (3) 4 (5) very valuable 5 (1)
- b) CONFLICT RESOLUTION  
not valuable 1 (1) 2 3 (6) 4 (1) very valuable 5 (1)
- c) MOTIVATION  
not valuable 1 2 (1) 3 (4) 4 (3) very valuable 5 (1)

d) **ETHICS**

not valuable

1 2 (1) 3 4 (6) very valuable 5 (2)

e) **LEADING INDIVIDUALS**

not valuable

1 2 3 (3) 4 (6) very valuable 5 (1)

f) **LEADERSHIP IN DIFFERENT CONTEXTS**

not valuable

1 2 3 (3) 4 (5) very valuable 5 (1)

g) **LEADING GROUPS**

not valuable

1 2 3 (3) 4 (4) very valuable 5 (2)

h) **FIELD-BASED LEADERSHIP EXPERIENCES**

not valuable

1 2 (1) 3 (2) 4 (5) very valuable 5 (1)

16. Please rank the following in order of importance in your assessment of applicants seeking admission to your program:

COMMUNICATION

PROBLEM SOLVING/DECISION MAKING ABILITY

ANALYTICAL ABILITY

MORAL INTEGRITY

CREATIVITY

MOTIVATION

See attached

17. Leadership is a fad.

disagree strongly

1 (4) 2 (3) 3 (2) 4 agree strongly 5

18. Please use the back of this sheet to offer any comments about leadership, leadership education, or an undergraduate leadership school and major.

19. Would you like to receive a copy of the results of this research?

5 Yes 5 No

# HUMAN RESOURCES RESULTS

As of 4/18/94 - 4 out of 19 returned

1. What part do theories and concepts of leadership play in the knowledge base of your program's discipline?

no part  
1 2 3 (2) 4 (1) large part 5 (1)

2. What part does the practice of leadership by students play in your program?

no part  
1 2 (1) 3 (1) 4 (1) large part 5 (1)

3. What part does the practice of leadership by others (i.e. those currently working in your disciplinary area, historical figures, etc.) play in your program?

no part  
1 2 3 (2) 4 (1) large part 5 (1)

4. To what extent does evidence of leadership in student applicants to your program affect those students' candidacy for admission?

not at all  
1 2 (1) 3 4 (3) a great deal 5

5. To what extent do you think leadership is important to the students who graduate from your program?

not at all  
1 2 3 (1) 4 (1) a great deal 5 (2)

6. At least one university in this country has now established an undergraduate major in Leadership Studies. Have you heard of such a major?

no 3 yes 1 If yes, where? stated Richmon

7. If you were to encounter an applicant for admission to your program who had majored in Leadership Studies, how would you react to that information, assuming you had no additional information describing that major and no other information on the applicant? (Please check one in each of the following sets):

a) 4 I think we would tend to react favorably to that information.  
I think we would tend to react unfavorably to that information.  
I think we would be indifferent to that information.  
I am not sure how we would react.

b) 2 I think we would tend to view it as more pertinent to our program than most liberal arts majors.  
I think we would tend to view it as less pertinent to our program than most liberal arts majors.  
2 I think we would tend to view it neither more nor less pertinent to our program than most liberal arts majors.

- c) 3 I am not sure how we would view it vis-a-vis most liberal arts majors.
- 3 I think we would tend to be interested in the applicant.
- 3 I think we would tend to be uninterested in the applicant.
- 1 I think we would be neither interested nor uninterested in the applicant because of that information.

Any comments?

The following is a description of one university program which offers a major in Leadership Studies, conceived as a field that is multidisciplinary in nature:

**PURPOSE:** To educate people for and about leadership.

**MISSION:** To develop people who understand the moral responsibilities of leadership and who are prepared to exercise leadership in service to society.

**VISION:** To transform the lives of students by preparing them for leadership and to become a national and international leader in the study and teaching of leadership.

**CURRICULUM:**

- Prerequisite (3 credits)
  - FOUNDATIONS OF LEADERSHIP
- Core Courses (12 credits)
  - HISTORY AND THEORIES OF LEADERSHIP
  - CRITICAL THINKING AND METHODS OF INQUIRY
  - ETHICS AND LEADERSHIP
  - LEADING GROUPS
- Integrative/Experiential Courses (10 credits)
  - SERVICE LEARNING (1 hr.)
  - INTERNSHIP (6 hrs.)
  - SENIOR PROJECT (3 hrs.)
- Competency Courses (6 credits)
  - LEADER AS A CHANGE AGENT
  - DECISION MAKING FOR LEADERS
  - LEADERSHIP AND MOTIVATION
  - PROBLEMS, POLICY, AND LEADERSHIP
  - CONFLICT RESOLUTION
  - UNDERSTANDING AND LEADING INDIVIDUALS
- Context Courses (6 credits)
  - LEADERSHIP IN FORMAL ORGANIZATIONS
  - LEADERSHIP WITHIN POLITICAL ORGANIZATIONS
  - LEADERSHIP IN SOCIAL MOVEMENTS
  - LEADERSHIP IN AND OF COMMUNITY ORGANIZATIONS
- Special Issues in Leadership Studies (3 credits)
  - SPECIAL TOPICS COURSE
  - INDEPENDENT STUDY
  - LEADERSHIP STUDY ABROAD

8. How would you view a student who had graduated from a program such as the one described above? (Please mark one of the following):



- a) 5 The student would probably be more prepared for our program than would students from most undergraduate majors.
- b) The student would probably be less prepared for our program than would students from most undergraduate majors.
- c) The student would probably be prepared about the same as students from most undergraduate majors.

9. Of what value do you think participation in the above program would be to study in your program?

not at all valuable 1 2 3 (1) 4 (3) very valuable 5

10. Given the above Leadership Studies program, how do you think it compares with more traditional undergraduate liberal arts or business major as a way of preparing for your program?

not as valuable 1 2 (1) 3 (1) 4 (2) very valuable 5

11. What are some undergraduate majors which you would consider less pertinent to preparation for your program than the Leadership Studies major in the previously mentioned program?

History (1), Psychology (1), Literature (1), Marine Science (1), Liberal Studies (1)

12. What are some undergraduate majors which you would consider more pertinent to study in your program than the Leadership Studies major in the previously mentioned program?

Int'l Management (1), Business Econ (1), Corporate Communications (1)

13. Would an undergraduate student in a multidisciplinary program, such as the Leadership Studies program described above, have an edge in your selection process, all other factors being equal?

no 1 (1) 2 3 (1) 4 (2) yes, definitely 5

14. A student with a major in Leadership Studies would be an asset to your program.

disagree strongly 1 2 3 (2) 4 (1) agree strongly 5 (1)

15. How valuable is an undergraduate curriculum emphasizing the following for an applicant to your school?

a) DECISION MAKING

not valuable 1 2 3 4 (4) very valuable 5

b) CONFLICT RESOLUTION

not valuable 1 2 3 (1) 4 (3) very valuable 5

c) MOTIVATION

not valuable 1 2 3 (1) 4 (1) very valuable 5 (2)

d) **ETHICS**

not valuable

1 2 3 (1) 4 (1) very valuable 5 (2)

e) **LEADING INDIVIDUALS**

not valuable

1 2 (1) 3 4 (1) very valuable 5 (2)

f) **LEADERSHIP IN DIFFERENT CONTEXTS**

not valuable

1 2 (1) 3 4 (1) very valuable 5 (2)

g) **LEADING GROUPS**

not valuable

1 2 3 (1) 4 (1) very valuable 5 (2)

h) **FIELD-BASED LEADERSHIP EXPERIENCES**

not valuable

1 2 (1) 3 (1) 4 (1) very valuable 5 (1)

16. Please rank the following in order of importance in your assessment of applicants seeking admission to your program:

COMMUNICATION

PROBLEM SOLVING/DECISION MAKING ABILITY

ANALYTICAL ABILITY

MORAL INTEGRITY

CREATIVITY

MOTIVATION

17. Leadership is a fad.

disagree strongly

1 (1) 2 (2) 3 (1) 4 agree strongly 5

18. Please use the back of this sheet to offer any comments about leadership, leadership education, or an undergraduate leadership school and major.

19. Would you like to receive a copy of the results of this research?

2 Yes 2 No

as of 4/18/94 7 out of 31 returned

- |         |   |       |       |            |
|---------|---|-------|-------|------------|
| no part |   |       |       | large part |
| 1 (2)   | 2 | 3 (2) | 4 (3) | 5          |

- |         |       |       |       |            |
|---------|-------|-------|-------|------------|
| no part |       |       |       | large part |
| 1       | 2 (2) | 3 (2) | 4 (3) | 5          |

- |         |   |       |       |            |
|---------|---|-------|-------|------------|
| no part |   |       |       | large part |
| 1       | 2 | 3 (6) | 4 (1) | 5          |

- |            |   |       |       |              |
|------------|---|-------|-------|--------------|
| not at all |   |       |       | a great deal |
| 1          | 2 | 3 (5) | 4 (2) | 5            |

- not at all  
1                  2                  3 (2)                  4 (5)                  a great deal  
5

- no 5 yes 1 If yes, where? Stated Richmond

- a)  $\frac{2}{1}$  I think we would tend to react favorably to that information.  
 I think we would tend to react unfavorably to that information.  
 I think we would be indifferent to that information.  
 I am not sure how we would react.

- b) 1 I think we would tend to view it as more pertinent to our program than most liberal arts majors.
- 2 I think we would tend to view it as less pertinent to our program than most liberal arts majors.
- 2 I think we would tend to view it neither more nor less pertinent to our program than most liberal arts majors.

- 1 I am not sure how we would view it vis-a-vis most liberal arts majors.
- c) 2 I think we would tend to be interested in the applicant.  
1 I think we would tend to be uninterested in the applicant.  
 I think we would be neither interested nor uninterested in the applicant because of that information.

Any comments?

The following is a description of one university program which offers a major in Leadership Studies, conceived as a field that is multidisciplinary in nature:

**PURPOSE:** To educate people for and about leadership.  
**MISSION:** To develop people who understand the moral responsibilities of leadership and who are prepared to exercise leadership in service to society.  
**VISION:** To transform the lives of students by preparing them for leadership and to become a national and international leader in the study and teaching of leadership.

**CURRICULUM:**

Prerequisite (3 credits)

FOUNDATIONS OF LEADERSHIP

Core Courses (12 credits)

HISTORY AND THEORIES OF LEADERSHIP

CRITICAL THINKING AND METHODS OF INQUIRY

ETHICS AND LEADERSHIP

LEADING GROUPS

Integrative/Experiential Courses (10 credits)

SERVICE LEARNING (1 hr.)

INTERNSHIP (6 hrs.)

SENIOR PROJECT (3 hrs.)

Competency Courses (6 credits)

LEADER AS A CHANGE AGENT

DECISION MAKING FOR LEADERS

LEADERSHIP AND MOTIVATION

PROBLEMS, POLICY, AND LEADERSHIP

CONFLICT RESOLUTION

UNDERSTANDING AND LEADING INDIVIDUALS

Context Courses (6 credits)

LEADERSHIP IN FORMAL ORGANIZATIONS

LEADERSHIP WITHIN POLITICAL ORGANIZATIONS

LEADERSHIP IN SOCIAL MOVEMENTS

LEADERSHIP IN AND OF COMMUNITY ORGANIZATIONS

Special Issues in Leadership Studies (3 credits)

SPECIAL TOPICS COURSE

INDEPENDENT STUDY

LEADERSHIP STUDY ABROAD

8. How would you view a student who had graduated from a program such as the one described above?  
 (Please mark one of the following):

- a) 1 The student would probably be more prepared for our program than would students from most undergraduate majors.
- b) 2 The student would probably be less prepared for our program than would students from most undergraduate majors.
- c) 4 The student would probably be prepared about the same as students from most undergraduate majors.
9. Of what value do you think participation in the above program would be to study in your program?
- not at all valuable 1 2 (3) 3 (3) 4 (1) very valuable 5
10. Given the above Leadership Studies program, how do you think it compares with more traditional undergraduate liberal arts or business major as a way of preparing for your program?
- not as valuable 1 2 (4) 3 (2) 4 (1) very valuable 5
11. What are some undergraduate majors which you would consider less pertinent to preparation for your program than the Leadership Studies major in the previously mentioned program?
- Accounting (1) Chemistry (1) Music (2)  
 Archaeology (1) Engineering (4) Physical Education (2)  
 Art (1) Geography (1) Theater (1)
12. What are some undergraduate majors which you would consider more pertinent to study in your program than the Leadership Studies major in the previously mentioned program?
- Business (1) English (4) Math (1)  
 Economics (1) Engineering (1) Philosophy (2)  
 Education (1) History (1) Political Science (2)
13. Would an undergraduate student in a multidisciplinary program, such as the Leadership Studies program described above, have an edge in your selection process, all other factors being equal?
- no 1 (1) 2 (3) 3 (2) 4 (1) yes, definitely 5
14. A student with a major in Leadership Studies would be an asset to your program.
- disagree strongly 1 2 (1) 3 (4) 4 (2) agree strongly 5
15. How valuable is an undergraduate curriculum emphasizing the following for an applicant to your school?
- a) DECISION MAKING
- not valuable 1 2 3 (1) 4 (4) very valuable 5 (2)
- b) CONFLICT RESOLUTION
- not valuable 1 2 3 (1) 4 (4) very valuable 5 (2)
- c) MOTIVATION
- not valuable 1 (1) 2 3 (1) 4 (3) very valuable 5 (2)

d) ETHICS

not valuable

1 2 3

e) LEADING INDIVIDUALS

not valuable

1 (1) 2 3 (3) 4 (2) very valuable 5 (1)

f) LEADERSHIP IN DIFFERENT CONTEXTS

not valuable

1 2 3 4 very valuable 5

g) LEADING GROUPS

not valuable

1 2 (1) 3 (1) 4 (3) very valuable 5 (2)

h) FIELD-BASED LEADERSHIP EXPERIENCES

not valuable

1 (1) 2 3 (3) 4 (2) very valuable 5 (1)

16. Please rank the following in order of importance in your assessment of applicants seeking admission to your program:

\_\_\_ COMMUNICATION

\_\_\_ PROBLEM SOLVING/DECISION MAKING ABILITY

\_\_\_ ANALYTICAL ABILITY

MORAL INTEGRITY

CREATIVITY

MOTIVATION

} see attached sheet

17. Leadership is a fad.

disagree strongly

1 (5) 2 (1) 3 (1) 4 agree strongly 5

18. Please use the back of this sheet to offer any comments about leadership, leadership education, or an undergraduate leadership school and major. NONE GIVEN

19. Would you like to receive a copy of the results of this research?

5 Yes 2 No

**SOCIAL WORK RESULTS**  
As of 4/18/94 - 3 surveys out of 25 returned

- |         |   |       |       |            |
|---------|---|-------|-------|------------|
| no part |   |       |       | large part |
| 1       | 2 | 3 (1) | 4 (2) | 5          |

- |         |   |   |       |            |
|---------|---|---|-------|------------|
| no part |   |   |       | large part |
| l       | 2 | 3 | 4 (3) | 5          |

- |         |                                     |                                     |                                     |            |
|---------|-------------------------------------|-------------------------------------|-------------------------------------|------------|
| no part |                                     |                                     |                                     | large part |
| 1       | 2 $\begin{pmatrix} 1 \end{pmatrix}$ | 3 $\begin{pmatrix} 1 \end{pmatrix}$ | 4 $\begin{pmatrix} 1 \end{pmatrix}$ | 5          |

- not at all**                      **a great deal**
- 1                      2                      3 (2)                      4 (1)                      5

- not at all 1 2 3 4 (3) a great deal 5

- no 3 yes \_\_\_\_\_ If yes, where? \_\_\_\_\_

- a) 2 I think we would tend to react favorably to that information.  
1 I think we would tend to react unfavorably to that information.  
1 I think we would be indifferent to that information.  
I am not sure how we would react.

- b) I think we would tend to view it as more pertinent to our program than most liberal arts majors.
- 1 I think we would tend to view it as less pertinent to our program than most liberal arts majors.
- 2 I think we would tend to view it neither more nor less pertinent to our program than most liberal arts majors.

I am not sure how we would view it vis-a-vis most liberal arts majors.

- c) 2 I think we would tend to be interested in the applicant.  
I think we would tend to be uninterested in the applicant.  
1 I think we would be neither interested nor uninterested in the applicant because of that information.

Any comments?

The following is a description of one university program which offers a major in Leadership Studies, conceived as a field that is multidisciplinary in nature:

**PURPOSE:** To educate people for and about leadership.  
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**VISION:** To transform the lives of students by preparing them for leadership and to become a national and international leader in the study and teaching of leadership.

**CURRICULUM:**

Prerequisite (3 credits)

FOUNDATIONS OF LEADERSHIP

Core Courses (12 credits)

HISTORY AND THEORIES OF LEADERSHIP

CRITICAL THINKING AND METHODS OF INQUIRY

ETHICS AND LEADERSHIP

LEADING GROUPS

Integrative/Experiential Courses (10 credits)

SERVICE LEARNING (1 hr.)

INTERNSHIP (6 hrs.)

SENIOR PROJECT (3 hrs.)

Competency Courses (6 credits)

LEADER AS A CHANGE AGENT

DECISION MAKING FOR LEADERS

LEADERSHIP AND MOTIVATION

PROBLEMS, POLICY, AND LEADERSHIP

CONFLICT RESOLUTION

UNDERSTANDING AND LEADING INDIVIDUALS

Context Courses (6 credits)

LEADERSHIP IN FORMAL ORGANIZATIONS

LEADERSHIP WITHIN POLITICAL ORGANIZATIONS

LEADERSHIP IN SOCIAL MOVEMENTS

LEADERSHIP IN AND OF COMMUNITY ORGANIZATIONS

Special Issues in Leadership Studies (3 credits)

SPECIAL TOPICS COURSE

INDEPENDENT STUDY

LEADERSHIP STUDY ABROAD

8. How would you view a student who had graduated from a program such as the one described above?  
(Please mark one of the following):



- a) 1 The student would probably be more prepared for our program than would students from most undergraduate majors.
- b) The student would probably be less prepared for our program than would students from most undergraduate majors.
- c) 2 The student would probably be prepared about the same as students from most undergraduate majors.

9. Of what value do you think participation in the above program would be to study in your program?

not at all valuable      very valuable  
1      2 (1)      3      4 (1)      5 (1)

10. Given the above Leadership Studies program, how do you think it compares with more traditional undergraduate liberal arts or business major as a way of preparing for your program?

not as valuable      very valuable  
1      2      3 (1)      4 (2)      5

11. What are some undergraduate majors which you would consider less pertinent to preparation for your program than the Leadership Studies major in the previously mentioned program?

Anthropology (1)      History (1)  
Sociology (1), Math (1), Science (1)

12. What are some undergraduate majors which you would consider more pertinent to study in your program than the Leadership Studies major in the previously mentioned program?

Political Science (1)      Jewish Studies (1)  
Psychology (1), Social Work (2), Religion (1)

13. Would an undergraduate student in a multidisciplinary program, such as the Leadership Studies program described above, have an edge in your selection process, all other factors being equal?

no      yes, definitely  
1 (1)      2      3 (1)      4      5 (1)

14. A student with a major in Leadership Studies would be an asset to your program.

disagree strongly      agree strongly  
1      2      3 (1)      4 (1)      5 (1)

15. How valuable is an undergraduate curriculum emphasizing the following for an applicant to your school?

a) DECISION MAKING

not valuable      very valuable  
1      2      3      4 (2)      5 (1)

b) CONFLICT RESOLUTION

not valuable      very valuable  
1      2      3      4 (2)      5 (1)

c) MOTIVATION

not valuable      very valuable  
1      3 (3)      4      5

not valuable

1

3 (1)

4 (2)

very valuable

5

e) LEADING INDIVIDUALS

not valuable

1

2

3 (1)

4 (2)

very valuable

5

f) LEADERSHIP IN DIFFERENT CONTEXTS

not valuable

1

2

3 (1)

4 (2)

very valuable

5

g) LEADING GROUPS

not valuable

1

2

3 (1)

4 (1)

very valuable

5 (1)

h) FIELD-BASED LEADERSHIP EXPERIENCES

not valuable

1

2

3 (2)

4

very valuable

5 (1)

16. Please rank the following in order of importance in your assessment of applicants seeking admission to your program:

\_\_\_ COMMUNICATION

\_\_\_ PROBLEM SOLVING/DECISION MAKING ABILITY

\_\_\_ ANALYTICAL ABILITY

\_\_\_ MORAL INTEGRITY

\_\_\_ CREATIVITY

\_\_\_ MOTIVATION

17. Leadership is a fad.

disagree strongly

1 (1)

2 (2)

3

4

agree strongly

5

18. Please use the back of this sheet to offer any comments about leadership, leadership education, or an undergraduate leadership school and major.

19. Would you like to receive a copy of the results of this research?

2 Yes

1 No

## OVERALL GRADUATE SCHOOL SURVEY RESULTS

1. What part do theories and concepts of leadership play in the knowledge base of your program's discipline?

no part  
1 (2)                      2                      3 (8)                      4 (10)                      large part 5 (4)

2. What part does the practice of leadership by students play in your program?

no part  
1                      2 (4)                      3 (9)                      4 (10)                      large part 5 (2)

3. What part does the practice of leadership by others (i.e. those currently working in your disciplinary area, historical figures, etc.) play in your program?

no part  
1                      2 (1)                      3 (15)                      4 (5)                      large part 5 (2)

4. To what extent does evidence of leadership in student applicants to your program affect those students' candidacy for admission?

not at all  
1                      2 (5)                      3 (7)                      4 (11)                      a great deal 5

5. To what extent do you think leadership is important to the students who graduate from your program?

not at all  
1                      2                      3 (5)                      4 (14)                      a great deal 5 (5)

6. At least one university in this country has now established an undergraduate major in Leadership Studies. Have you heard of such a major?

no 14                      yes 7                      If yes, where? 6 said Richmond

7. If you were to encounter an applicant for admission to your program who had majored in Leadership Studies, how would you react to that information, assuming you had no additional information describing that major and no other information on the applicant? (Please check one in each of the following sets):

- a) 13 I think we would tend to react favorably to that information.  
1 I think we would tend to react unfavorably to that information.  
3 I think we would be indifferent to that information.  
6 I am not sure how we would react.
- b) 8 I think we would tend to view it as more pertinent to our program than most liberal arts majors.  
5 I think we would tend to view it as less pertinent to our program than most liberal arts majors.  
9 I think we would tend to view it neither more nor less pertinent to our program than most liberal arts majors.

- 1 I am not sure how we would view it vis-a-vis most liberal arts majors.
- c) 13 I think we would tend to be interested in the applicant.  
 I think we would tend to be uninterested in the applicant.
- 7 I think we would be neither interested nor uninterested in the applicant because of that information.

Any comments?

The following is a description of one university program which offers a major in Leadership Studies, conceived as a field that is multidisciplinary in nature:

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**VISION:** To transform the lives of students by preparing them for leadership and to become a national and international leader in the study and teaching of leadership.

**CURRICULUM:**

- Prerequisite (3 credits)
  - FOUNDATIONS OF LEADERSHIP
- Core Courses (12 credits)
  - HISTORY AND THEORIES OF LEADERSHIP
  - CRITICAL THINKING AND METHODS OF INQUIRY
  - ETHICS AND LEADERSHIP
  - LEADING GROUPS
- Integrative/Experiential Courses (10 credits)
  - SERVICE LEARNING (1 hr.)
  - INTERNSHIP (6 hrs.)
  - SENIOR PROJECT (3 hrs.)
- Competency Courses (6 credits)
  - LEADER AS A CHANGE AGENT
  - DECISION MAKING FOR LEADERS
  - LEADERSHIP AND MOTIVATION
  - PROBLEMS, POLICY, AND LEADERSHIP
  - CONFLICT RESOLUTION
  - UNDERSTANDING AND LEADING INDIVIDUALS
- Context Courses (6 credits)
  - LEADERSHIP IN FORMAL ORGANIZATIONS
  - LEADERSHIP WITHIN POLITICAL ORGANIZATIONS
  - LEADERSHIP IN SOCIAL MOVEMENTS
  - LEADERSHIP IN AND OF COMMUNITY ORGANIZATIONS
- Special Issues in Leadership Studies (3 credits)
  - SPECIAL TOPICS COURSE
  - INDEPENDENT STUDY
  - LEADERSHIP STUDY ABROAD

8. How would you view a student who had graduated from a program such as the one described above?  
 (Please mark one of the following):

not valuable                      very valuable

1                  2 (1)                  3 (.9)                  4 (-7)                  5 (5)

d) **ETHICS**

not valuable

1

2 (1)

3 (2)

4 (11)

very valuable

5 (9)

e) **LEADING INDIVIDUALS**

not valuable

1

(1)

2 (1)

3 (7)

4 (11)

very valuable

5 (4)

f) **LEADERSHIP IN DIFFERENT CONTEXTS**

not valuable

1

2 (1)

3 (4)

4 (8)

very valuable

5 (3)

g) **LEADING GROUPS**

not valuable

1

2 (1)

3 (6)

(9)

very valuable

5 (7)

h) **FIELD-BASED LEADERSHIP EXPERIENCES**

not valuable

1

(1)

(2)

3 (8)

4 (8)

very valuable

5 (4)

16. Please rank the following in order of importance in your assessment of applicants seeking admission to your program:

COMMUNICATION

PROBLEM SOLVING/DECISION MAKING ABILITY

ANALYTICAL ABILITY

\_\_\_\_\_ MORAL INTEGRITY

CREATIVITY

MOTIVATION

17. Leadership is a fad.

disagree strongly

1

(11)

2 (8)

3 (4)

4

agree strongly

5

18. Please use the back of this sheet to offer any comments about leadership, leadership education, or an undergraduate leadership school and major.

19. Would you like to receive a copy of the results of this research?

14

Yes

10

No